DOCUMENT RESUME

ED 124 443 SO 009 099

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TITLE National Humanities Faculty. Annual Report, 1973-74.
INSTITUTION National Humanities Faculty, Concord, Mass.
SPONS AGENCY National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE 75
NOTE 49p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Annual Reports; *College School Cooperation; Course Descriptions; Curriculum Development; Elementary Secondary Education; *Faculty Organizations; Humanities; *Humanities Instruction; *Program Descriptions
IDENTIFIERS *National Humanities Faculty

ABSTRACT

Various program conducted by the National Humanities Faculty (NHF) during 1973-74 are described. During the year, 126 different NHF members worked with teachers in 60 schools or school systems across the nation. The report is divided into 12 sections which focus mainly on project descriptions and publications. Sections one and two provide background information and a summary of the year's activities. Sections three and four describe the Faculty members and the 26 individual school projects that were conducted in 1973-74. Sections five and six outline two larger projects which focus on authority and the moral uses of power. Sections seven and eight describe other National Humanities Faculty publications. Sections nine and ten describe the various populations affected by these projects and the methods of program evaluation. Finally, sections eleven and twelve focus on the means of funding and future plans for the organization. (DE)

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National Humanities Faculty

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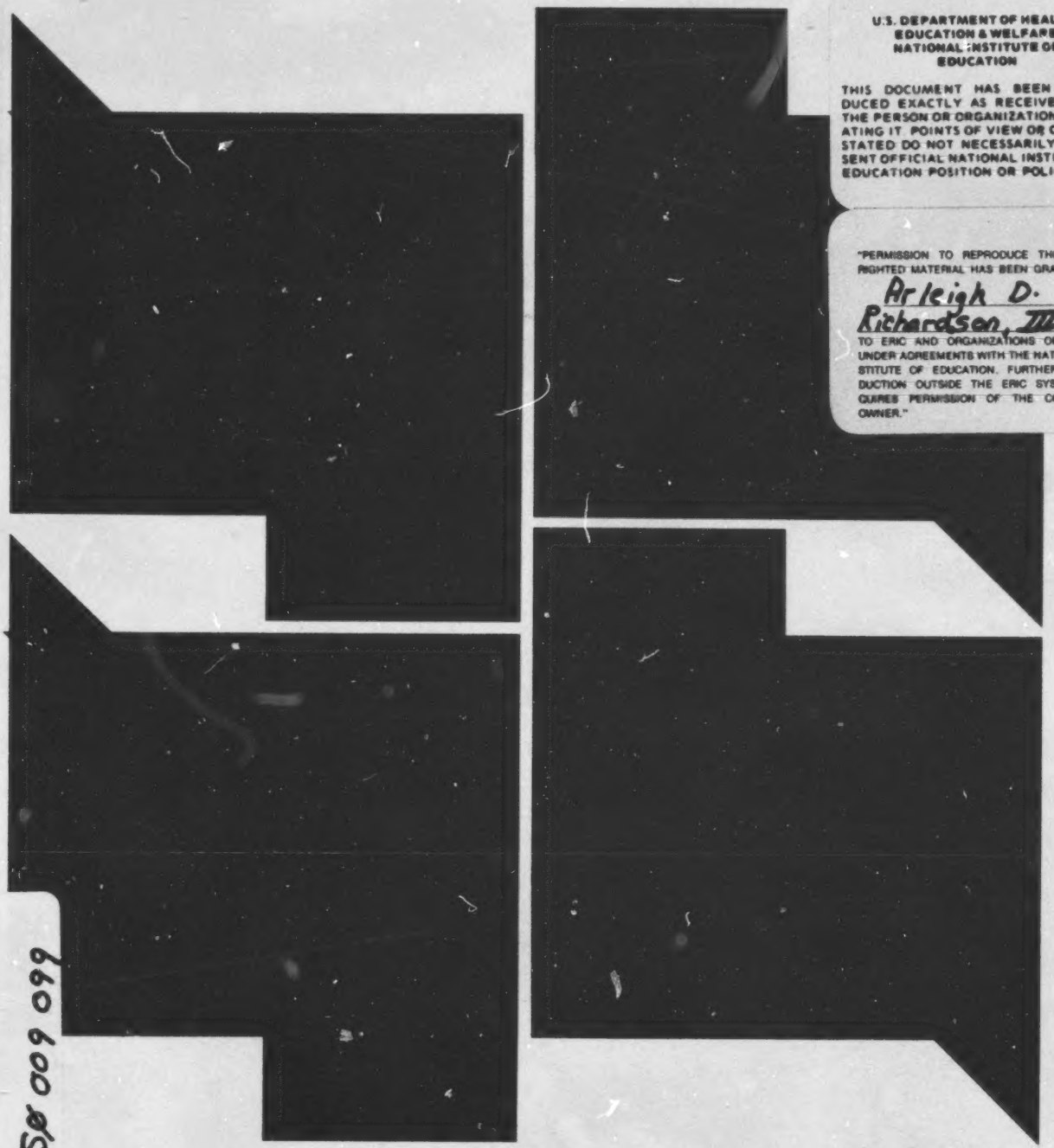

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SP 009 099

Annual Report 1973-1974

ANNUAL REPORT

NATIONAL HUMANITIES FACULTY

1973-74

Submitted by:

Arleigh D. Richardson III, Director
National Humanities Faculty

Program conducted under National Endowment for the Humanities Grant, Number ES-9572-73-408, with additional support from the Anne S. Richardson Trust.

National Humanities Faculty
1266 Main Street
Concord, Massachusetts

"The NHF project cannot be evaluated on the basis of a few questions. The scientific tendency to show progress in concrete terms or to list statistics on those involved etc. is, at best, misleading.

"The majority of members in our department actually changed teaching methods they had been using for years, used different materials, made up some of their own, and looked at their students in a different way. But you cannot measure this.

"The NHF project at Oakland High came at a time of financial, personal, faculty, and departmental crisis. It was the worst time to start a new innovative program--yet it saved us literally from disintegration. It is impossible to measure this aspect of the project. Of course we didn't achieve all our goals--in fact you allowed us to fail at times. We know that we must continually work in order to maintain what we have and, perhaps, inch along.

"We are grateful to NHF and through it to the NEH, for having us participate in this endeavor. It has affected our lives not just in teaching but in knowing that there are people out there in the academic world who really care and who are concerned, as we are; who are involved, as we have become involved. This feeling cannot be measured.

"When an institution changes the direction of one's personal life then it truly represents a powerful influence in society. Never underestimate the NHF influence on the lives of teachers and students you contact."

Ronald W. Miller, Chairman
Social Studies Department
Oakland (California) High School

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I. BACKGROUND

The National Humanities Faculty was established in 1968 to improve the teaching of the humanities in the American schools. To fulfill its obligation, the NHF conducts a program in which visiting humanists--university professors, creative artists, and others--work with selected schools who have applied for help. Essentially, the NHF makes possible formal and informal situations in which school teachers and more experienced humanists can share their common concerns with humanistic values as the bedrock of the educational process and come to grips with the problems of handling the humanistic disciplines in today's schools.

From the beginning, the NHF (while recognizing the importance of the "how" in teaching) has emphasized the primacy of content, the "what." It has mounted an attack on the softness of much that passes for humanities education in curricula. In schools and at public meetings, Faculty and staff constantly remind their audiences that content is, after all, the center of a good program in the humanities, that it is, in fact, the major humanizing component of any curriculum. Without degrading technique, Faculty and staff insist that method be hardheadedly viewed as a means to more effective communication, that sound method must be based on sound content, the real meaning of the humanities. Because so many school people feel themselves to be the fighters in the trenches and clamor for the weapons of method and technique rather than substantive content, the NHF has set itself a delicate and difficult task.

The NHF commenced its work under the auspices of the United Chapters of Phi Beta Kappa, the American Council of Learned Societies, and the American Council on Education. Then, after five years of proven successes with school programs and considerable expansion into new and important areas of assistance, the sponsorship of PBK, ACE, ACLS was deemed no longer necessary. On September 1, 1973, the NHF became an independent nonprofit educational corporation.

II. SUMMARY

Fiscal year 1973-74 produced the first major watershed in the history of the National Humanities Faculty. It was a year of deepened accomplishment, thorough evaluation, and careful planning.

--A year of confirmation of fundamental beliefs: the significance to sound educational change of university-school collaboration was again demonstrated, and the centrality of the classroom teacher to schooling of substance for American youth reaffirmed.

--A year of challenge: new programs based on the demonstrable success of other NHF activities were carefully planned and, in the case of the NHF Bicentennial Project, "The American Covenant: The Moral Uses of Power," implemented.

--And a year of growth: the need for a broadened base of financial support was faced squarely. New and creative responses to the ills of American education demand the attention and active support of all segments of the national economy; hence, the initiation of the NHF's first major effort in fund raising. With the help of a variety of funding sources, including the National Endowment for the Humanities, experience gained from six years of hard work by NHF members in schools and school systems nationwide will be channeled into widening program offerings and increased educational reform.

During the year, one hundred twenty-six different members of the NHF worked with teachers in sixty schools or school systems. The demands of pilot projects to be disseminated throughout major metropolitan areas (New York City, for example), indeed throughout entire states (Missouri, for example), were met as thoroughly as were those of Hopi elementary children in Arizona, rural communities in Maine, and gifted children in Atlanta.

Increased focus and the development of specific classroom materials in the NHF's "Question of Authority" study resulted from a new approach to summer workshop design and activity: a three-week fully integrated graduate course, "The Authority of Citizenship."

As a part of the course, the teachers, with a wide range of faculty resources at hand, produced some one hundred different curricular approaches to citizenship and authority, grounded in thought as divergent as that of Plato, the

chroniclers of the Old Testament, Michelangelo, Handel, Shakespeare, Hamilton, Madison, Jefferson, Sartre, Camus, Niebuhr, and Rivera. But the teachers' work was no mere practicum in curriculum writing: thousands of children are now benefiting from the depth and challenge given their education by their teachers' participation in "The Authority of Citizenship."

Efforts in the areas of publishing, media, and program information were vigorous. The NHF Why Series was expanded, new Working Papers were prepared, and a major slide-tape on the work of the NHF was produced. The number of newspapers, magazines, and professional journals carrying information about NHF programs grew noticeably. As a result of these efforts and the continued work of the NHF Regional Representatives, the NHF now enjoys a greater national visibility than ever before.

And, as is appropriate to a watershed year, evaluation played a major role in NHF activities during 1973-74. Both in preparation for and in response to an evaluation by the NEH, weaknesses were identified and corrected. Even more successful now is the NHF's use of its most valuable resources: the Faculty of eminent and concerned humanists.

Above all, the NHF remains unique: the single most effective instrument for creating sound educational change through the collaboration of our children's teachers with our nation's leading scholars and artists.

The NHF record is an impressive one. As a result of programs it has initiated, monitored, and sustained, outstanding humanists working hand in hand with teachers have made the lives of better than one and one quarter million American children more meaningful, more challenging, and more substantial.

American schooling--public, independent, and parochial--can be improved. The NHF has demonstrated this in the past and will continue to do so.

III. FACULTY

Without the Faculty members there would be no NHF, and certainly the high degree of success recorded in NHF projects is a continuing tribute to both their sensitivity and versatility. The Board and the staff wish to acknowledge and express their deepest appreciation for the wisdom, concern, and generosity of the men and women who have served.

During 1973-74, one hundred twenty-six Faculty members worked with project schools. Sixty had not worked with the NHF before. The total number of Faculty members employed in the past six years is now three hundred sixty-seven, and many have served more than once. These Faculty members represent one hundred eighty-six different institutions in thirty-three states and Puerto Rico. The NHF adds continually to its Master Faculty List outstanding men and women in a wide variety of fields, identifying significant talent that makes it possible for the NHF to respond intelligently to the wide range of needs expressed by project schools while extending the geographical distribution. The list now includes some fifteen hundred names, from which school assignments are made. These people have been nominated because of their expertise and because of personal qualities that enable them to work well with teachers at the school level.

IV. INDIVIDUAL PROJECTS

The first activities of the NHF were what have come to be known as Individual Projects, and it continues to devote about one half of its attention to them. Proposals are received from single schools or from school districts outlining a plan to improve teaching either in an interdisciplinary humanities program or in individual disciplines within the humanities. Each year, the NHF director, staff, and Board choose the twenty most promising. The NHF provides a maximum of twenty days of Faculty time per year for each project, paying all direct costs for Faculty visits and requiring only that the school provide released time for participating personnel.

Despite what the NHF believes to be the generosity of this arrangement, problems concerning released time and adequate administrative support occasionally arise. Therefore, the NHF has tightened the wording of the school's commitment in its application for acceptance as in Individual Project. When a school's subsequent inability or reluctance to meet these responsibilities severely hampers Faculty effectiveness, the NHF postpones or entirely discontinues other visits.

Problems in this and related areas were severe during the past year and, as a result, several school projects had to be dropped. Given the devotion of most teachers to their work with the NHF, decisions such as these are not lightly made. On the other hand, without school support at least at the level required by the NHF, prospects for sound educational change are virtually nonexistent. It is, therefore, neither right nor just to abuse the expertise offered by Faculty and the funding supplied by the NEH and other organizations.

During 1973-74 Faculty time freed by these situations was awarded to both current and continued projects with dramatic results. In one instance, Jamaica High School in New York City, the additional days made possible not only a syllabus on interdisciplinary numanities for use in all ninety-seven of the city's high schools but also Faculty attendance at Saturday workshops (to be sponsored next year by the New York City Board of Education) to help teachers throughout the system work with the syllabus and strengthen their abilities within their disciplines and in curriculum development.

The problems of the past year make it evident to the NHF that tighter budgets forecast increasing difficulties with adequate released time and teacher support in general.

Creative solutions, coming both from the NHF and from the schools themselves, must be further explored if education at the school level is to improve as it must.

In the Individual Projects initial Faculty work is done at the schools. Reports, additional suggestions, and review of the curriculum continue by mail after the visit. Faculty members work for the most part with relatively small groups of teachers, often informally but always intensively, for four to five days at a time. In the process of imparting fresh perspectives on the humanities and helping teachers strengthen curricula, Faculty do such things as:

a) constructively criticize present curriculum;

b) assist in the development of new courses;

c) contribute ideas on course content and bibliography;

d) hold seminars for teachers in their special areas;

e) teach demonstration classes;

f) promote communication between the school and other local institutions--colleges, museums, etc.

These activities, because they grow out of each school's original plan and develop under the leadership of several Faculty members, vary in degree; nevertheless, all are focused on the humanities and all do occur.

At the same time, a number of more general and equally important things happen. The experience of working together on specific activities like those listed above brings about the following kinds of results:

a) raising teacher morale;

b) encouraging change of outmoded practices;

c) establishing communication between teachers;

d) establishing communication between schools;

e) increasing community respect for the school;

f) reconciling teachers and administrators, school staff and students, school staff and parents.

In addition, the NHF experience makes a profound impression on Faculty members. Surprisingly, a large number of "dispassionate" scholars send unsolicited statements such as these:

> "In the final analysis, the experience of visiting Wright Junior High was a most enlightening and rewarding one. I have never, in my nine years of teaching, had such an intensive experience. I have since been able to assimilate the experience into my personal and professional life and find that it is marking the highest point of my career in education."
>
> Alfred L. Bright, Director of Black Studies, Assistant Professor of Art, Youngstown University

> "In my own life, this work stands out as one of the most meaningful things I have had the chance to do."
>
> Frithjof Bergmann, Department of Philosophy, University of Michigan

> "A whole new dimension to teaching and to the quest for meaning in education can be added for each Faculty member through this kind of encounter. It certainly has for me."
>
> Alfonso Ortiz, Department of Anthropology, University of New Mexico

> "The most rewarding educational experience of my career."
>
> Richard L. Francis, Department of English, Western Washington State College

Thus it appears that serving on the National Humanities Faculty is as much a renewal for Faculty members as for school people. The implication is that the NHF may well be having a salutary effect on college teaching.

As always, NHF activities in the Individual Projects underscore both the variety of the projects themselves and the flexibility of the NHF response to the diverse needs of disparate schools and school systems. In the final analysis, it is exactly this combination of flexibility and responsiveness that has made possible the high degree of success recorded in these projects. Faculty are not peddlers of a prepackaged plan or product. They bring to bear on each situation their own academic strengths and teaching styles--exactly what teachers most desperately need to handle the specific problems they have identified.

In addition to directly influencing teachers and curriculum, Individual Projects have been highly successful in increasing the community support of, and rapport with, its schools.

In Unity, Maine for instance, NHF guidance provided by representatives of Eliot Wigginton's Foxfire Foundation resulted in the development of a community-school oral history program. Furrows, the magazine that records this collaboration, offers a permanent record of rural Maine lore and customs. Efforts such as these, in which school and community, hand in hand, produce something of substance, hold high promise for securing and maintaining the kind of support essential to good schooling.

Projects and Faculty Who Served, 1973-74

ATLANTA PUBLIC SCHOOLS, ATLANTA, GEORGIA

The initial thrust of NHF work with the Atlanta School System was twofold: to work with teachers from two middle schools on the development of activities in value clarification and decision making, and to work with district personnel on learning activities packets for gifted children.

As a result of unforeseen internal and external pressures in Atlanta, much of the work at the middle school level had to be postponed. Consequently the affiliation focused on the program for the gifted. A variety of packets were prepared and groundwork laid for continued development of the program.

John W. Ambrose, Jr., Chairman, Department of Classics, Bowdoin College
William Banner, Department of Philosophy, Howard University
Edwin J. Delattre, Department of Philosophy, University of Toledo

Benjamin Ladner, Head, Department of Religious Studies, University of North Carolina
Leon Sinder, Department of Anthropology, Long Island University

MT. DIABLO UNIFIED SCHOOL DISTRICT, CONCORD, CALIFORNIA

The accomplishments of NHF members and Mt. Diablo teachers are impressive by any standard. Of seven initial objectives, five have been met entirely and the remaining two are well on their way to becoming operational.

With NHF assistance teachers completed work on four new programs for students in four secondary and one intermediate school. An excellent "teaching model" for district personnel has been created and reports indicate standards of student productivity and satisfaction are at an all time high.

Albert P. Cardarelli, Department of Sociology, Boston University
Richard L. Francis, Department of English, Western Washington State College
David Kennedy, Department of History, Stanford University
James Moffet, Author, Lecturer, and Free-Lance Consultant in Language Arts, Berkeley, California
Leon Sinder, Department of Anthropology, Long Island University

HOLLAND CHRISTIAN HIGH SCHOOL, HOLLAND, MICHIGAN

The need for a strengthened course in American culture gave focus to NHF work with a group of outstanding teachers at Holland Christian High. Calling for original research by students and the integration of religion, history, literature, art, and music, the program invites thorough investigation of the Holland community as one of many microcosms in which to discover and wrestle with our national heritage and promise.

In the process of creating the program, NHF visitors worked closely with students and teachers alike in a variety of formal and informal settings. Thus, in addition to the American culture program, they leave behind a legacy of revived concern for intellectual pursuit at both the student and teacher level.

John Almquist, English Department, Kent School
Wayne Altree, Head, Social Studies Department, Newton South High School
Alan Heimert, Eliot House, Harvard University
Leo Marx, Department of English, Amherst College
William H. Pierson, Jr., Professor of Art, Emeritus, Williams College
Charles Philip Sonnichsen, Department of Music, University of California at Los Angeles
William J. Sullivan, S.J., Dean, School of Divinity, St. Louis University

HOTEVILLA-BACAVI COMMUNITY SCHOOL, HOTEVILLA, ARIZONA

The challenge presented by this school's application to the NHF was immense: to restructure the entire elementary program so as to counter the climate of cultural suicide engulfing the students, the school, and the community as a whole.

Response to the challenge took many forms: a fully integrated interdisciplinary program on Native American societal development with special emphasis on the Hopi, an approach to mathematics consistent with both educational demands and Hopi perception, and programs to engage the entire community in a variety of educational and artistic experiences intimately related to local environment.

Moving beyond discrete courses and experiences, Faculty were instrumental in effecting changes essential to sound learning within the specific context of the school: departmentalization in grades 4-6 and an ungraded, team-teaching program for grades 1-3.

As a result of the NHF experience, teachers are, by their own admission, now better equipped both to develop and refine goals and to tailor course guidelines and subject matter to identified objectives.

Phyllis Ann Brunkau, Aurora Public Schools, Colorado
James A. McGrath, DOD Dependents Schools, Pacific Area, APO San Francisco
Alfonso Ortiz, Department of Anthropology, University of New Mexico
A. D. Van Nostrand, Chairman, Department of English, Brown University

JAMAICA HIGH SCHOOL, JAMAICA, NEW YORK

In September 1975 students in all ninety-seven New York City high schools will have the option of participating in an interdisciplinary humanities program developed through the collaboration of NHF members and teachers at Jamaica High School. Such expansion far exceeds initial NHF hopes for the project and is a tribute to all those concerned.

The dramatic turn of events resulted from recognition by the New York City Board of Education of the outstanding quality of materials prepared at Jamaica High. Based on its evaluation, the Board has been asked to vote funds for Saturday in-service workshops to acquaint teachers throughout the system with the program and to provide expert counsel on its implementation. Both NHF members and Jamaica teachers will participate in the sessions.

As substantial as the humanities achievement is, it represents but one aspect of the NHF affiliation. In addition to the interdisciplinary course, NHF expertise was used to strengthen existing American studies offerings and to provide meaningful integration of a senior internship program.

Thus, as a result of NHF assistance in all three areas, Jamaica High now offers a fully developed sequential program in humanistic studies, grades 10-12.

John Almquist, English Department, Kent School
Donald Burgy, Artist/Teacher, Milton Academy, Milton, Massachusetts
Martin Duberman, Department of History, Herbert H. Lehman College of the City University of New York
Peter Phillips, School of the Arts, Theatre Program, New York University
Isidore Silver, John Jay College of Criminal Justice, The City University of New York
Barry Ulanov, Department of History, Barnard College

MIRA COSTA HIGH SCHOOL, MANHATTAN BEACH, CALIFORNIA

The impact of the NHF affiliation with Mira Costa High School was profound indeed. Challenged, guided, and assisted by Faculty members, the hard work of participating teachers yielded the following tangible results:

a) a new twelfth grade honors course incorporating English, government, anthropology, philosophy, and economics;

b) revision of the eleventh grade elective program to facilitate the exposure of all students to American studies;

c) a new course for all tenth grade students in world literature; and

d) addition of a ninth grade honors program in humanities.

Moreover, students were made "delightfully aware of themselves as sources of folk material" while teachers consistently and energetically responded to what they described as "a much needed intellectual shot in the arm."

C. L. Barber, College Eight, University of California, Santa Cruz
Frithjof Bergmann, Department of Philosophy, University of Michigan
Albert Elsen, Department of Art, Stanford University
Roy Huggins, President, Public Arts, Inc., Univeral City, California
Barbara Kirshenblatt-Gimblett, Department of Linguistics, Columbia University
Sidney Monas, Department of Slavic Languages, University of Texas at Austin

ST. JUDE EDUCATIONAL INSTITUTE HIGH SCHOOL, MONTGOMERY, ALABAMA

Because of a number of unforeseen, and apparently insurmountable, problems which developed after the first Faculty visits, the NHF reluctantly had to terminate its affiliation with St. Jude Educational Institute High School. Given the compelling needs of the school, the decision was a most difficult one and was made only after all other alternatives failed to raise support necessary for acceptable use of NHF time and talent.

John Gibson, Lincoln Filene Center, Tufts University
V. Louise Higgins, Staples High School, Westport, Connecticut
Major Morris, Lincoln Filene Center, Tufts University

NEW BRUNSWICK SENIOR HIGH SCHOOL, NEW BRUNSWICK, NEW JERSEY

Racial tension was high in New Brunswick when NHF assistance was first requested. Accordingly, the first priority for both teachers and Faculty was the development and implementation of substantive ethnic study courses, the end product of which would be increased understanding and

appreciation of both racial and ethnic difference. Two courses were developed inviting eleventh and twelfth grade students to study ethnic groups in New Brunswick as a microcosm of American society in general. Following the initial identification of major ethnic groups within the city, students were required to research in depth both their own heritage and that of one other major ethnic group.

In essence, what teachers and Faculty have created is a program for the study of living history, one which will go far in achieving much desired racial harmony. The courses, entitled humanities I and II, became operational in September 1974.

Alfred L. Bright, Director of Black Studies, Youngstown State University
Jere R. Daniell, Department of History, Dartmouth College
Paule Marshall, School of the Arts, Columbia University

PARKERSBURG HIGH SCHOOL, PARKERSBURG, WEST VIRGINIA

Originally aimed at restructuring the World Culture I and II courses for eleventh and twelfth grade students at Parkersburg High, this NHF project resulted in considerably broader educational reform. As a result of NHF member visits and contributions, the original mandate was met and then expanded to include work on both the school's American studies program as well as its tenth grade curriculum.

A variety of multidisciplinary projects and units were developed and new enthusiasm for learning stimulated at both the teacher and student level. Moreover, NHF assistance has led to increased collaboration between the city's three public high schools and a local community college. Requests for information concerning the accomplishments at Parkersburg have been received from numerous high schools throughout the state.

John Almquist, English Department, Kent School
George A. Kennedy, Chairman, Department of Classics, University of North Carolina
Richard Tucker, Department of History, Oakland University
Richard Warch, American Studies Program, Yale University

WASHINGTON HIGH SCHOOL, PORTLAND, OREGON

A fully integrated humanities curriculum for grades 9-12 was the objective set by teachers at Washington High applying for NHF affiliation. With assistance from NHF members,

teachers are well on their way to achieving that goal. Beginning in September 1974, entering students at Washington High will have as one of their electives the first of three full-year sequential courses in humanities.

Spin-offs of the NHF affiliation have also been of consequence, not only to the program under development, but to the school as a whole. NHF members were instrumental in securing school system funding for a number of ventures associated with project work. Among these are: summer workshops for teachers designing curriculum in social studies, music, drama, science, and pysics, and an artist-in-residence program.

Frithjof Bergmann, Department of Philosophy, University of Michigan
O. B. Davis, Kent School
Ronald W. Miller, Oakland (California) High School
Burton Raffel, Professor of Humanities, York University
David Tyack, Department of Education and History, Stanford University

CHARLES A. LINDBERGH HIGH SCHOOL, RENTON, WASHINGTON

With the assistance of NHF members' expertise, teachers at Lindbergh High have succeeded in preparing an interdisciplinary American humanities course for the 1974 school year.

In addition to offering students the challenge of a humanities orientation in their study of American history and society, the course established the working team as the humanities core for the school. With guidance provided by the core and the potential creation of a humanities center, Lindbergh is well on its way toward meeting its primary goal, a fully integrated humanities program for use throughout the district.

William Arrowsmith, Department of Classics, Boston University
Richard L. Francis, Department of English, Western Washington State College
Michael L. Gordy, Department of Philosophy, Boston University
R. Thomas Jaeger, Department of Architecture, University of Illinois at Chicago Circle
Will T. Jones, Professor of Philosophy, California Institute of Technology
Albert Mann, Department of History, Seattle University
John R. Silber, President, Boston University

WATERVILLE SENIOR HIGH SCHOOL, WATERVILLE, MAINE

Responding to parental and student criticism of curriculum deemed fractured and inappropriate to current needs, Waterville teachers sought NHF assistance in creating a course to broaden educational, cultural, and vocational horizons for seniors of all ability levels. A year's hard work yielded the desired program: a full-year course devoted to student exploration, in a variety of modes and through a variety of disciplines, of the theme "The Pursuit of Happiness."

Central concerns of the new program are student awareness of personal value systems and the development of realistic goal setting abilities. The course, grounded in both local history and thorough humanistic investigation, became operational in September 1974.

Frederick Ferré, Department of Philosophy, Dickinson College
Harlan A. Philippi, Dean, School of Education, University of Maine at Gorham
Fred Stocking, Department of English, Williams College

YAZOO CITY HIGH SCHOOL, YAZOO, MISSISSIPPI

Unlike many NHF projects, specific curricular reform was not the intended focus of Faculty work in Yazoo. Rather what was requested and supplied was a more general program aimed at increased teacher competence in American arts, theater technique, and evaluative procedures.

Three major workshops were held, and, as a result, teachers have been a) aided in the integration of American art, architecture, and music into literary and historical studies; b) instructed in the use of theatrical technique as part of innovative classroom activities; c) assisted in the creation of a comprehensive set of slide tapes and lectures on American arts; and d) introduced to a variety of evaluative methods appropriate to the specific course offerings.

In addition to meeting the primary goal of improving instruction for above-average students, Faculty also succeeded in opening significant channels of communication and collaboration between the city's schools and the community at large.

Gerald Hiken, Actor and Teacher of Drama, Palo Alto, California
Kirby Hoke, Humanities Department, Mountain Lakes (New Jersey) High School
Richard Warch, American Studies Program, Yale University
Wendell P. Whalum, Department of Music, Morehouse College

CHARLES E. GORTON HIGH SCHOOL, YONKERS, NEW YORK

With the assistance of visiting Faculty, teachers at Gorton High School were encouraged to "form new combinations of teacher cooperation" which, with NHF guidance, resulted in a variety of new, multidisciplinary programs.

A revitalized curriculum was, however, but the beginning of change that resulted from the NHF affiliation. Responding to the demonstrable success of programs developed, the local board of education funded a number of projects which will enrich the educational experience for teachers and students at Gorton for years to come. For teachers: faculty workshops in areas they deem significant as well as a teacher resource facility. And for the school and community in general: a visiting scholars program, an annual film festival and study program, a music performance trust fund, and a humanities planning calendar which will each year provide a number of cultural events for all concerned.

Wallace W. Douglas, Department of English, Northwestern University
Peter Phillips, School of the Arts, Theatre Program, New York University
Burton Raffel, Professor of Humanities, York University
A. D. Van Nostrand, Department of English, Brown University
Kelly Wise, Phillips Academy, Andover, Massachusetts

The following six projects were begun in January 1974. The reports presented, therefore, are interim and based in the majority of cases on but a very few days of Faculty visits.

PARKWAY WEST SENIOR HIGH SCHOOL, BALLWIN, MISSOURI

Impact of NHF assistance at Parkway West Senior High resulted in the implementation of a cross-cultural humanities course for eleventh and twelfth grade students. The course is thematically oriented during the first semester and historically oriented during the second. Work throughout the year calls for perspectives grounded in both eastern and western thought.

Themes to be pursued include: Community and Alienation, Authority and Rebellion, and Suffering. Historical focus in the second semester is provided by the Rennaisance and the First World War.

The program, which embraces the disciplines of history, literature, music, art, and philosophy, will be piloted at Ballwin during the 1974 school year. Following final revisions based on that experience, the University of Missouri plans to disseminate the new program statewide.

C. L. Barber, College Eight, University of California, Santa Cruz
James Green, Department of History, Brandeis University
George C. Hatch, Jr., Department of History, Washington University, St. Louis

BELLOWS FALLS UNION HIGH SCHOOL, BELLOWS FALLS, VERMONT

Despite initial confusion over program goals and scope, persistence by local teachers, combined with NHF members' concern and expertise, produced tangible and significant results at Bellows Falls Union High: the school's first interdisciplinary program, "American Thought through Humanities."

Combining studies of American art, history, literature, and music from 1900 to the present, the new course prepares the way for a complete program in interdisciplinary studies at this regional school.

Jere R. Daniell, Department of History, Dartmouth College
A. D. Van Nostrand, Chairman, Department of English, Brown University

POTOMAC SENIOR HIGH SCHOOL, OXON HILL, MARYLAND

The collaboration of NHF members and teachers at Potomac High resulted in the development of a new course to be offered in September 1974: Interdisciplinary Humanities, a first for this suburban Washington, D.C., school.

Organized around the theme "Technology and Human Values," the course invites students, eighty in the pilot year, to thoughtful investigation of the relationships between science, folklore, anthropology, history, literature, and philosophy.

Frederick Ferré, Department of Philosophy, Dickinson College
V. Louise Higgins, Staples High School, Westport, Connecticut
Zora Rashkis, Language Arts Teacher, Culbreth School, Chapel Hill, North Carolina

CATHEDRAL HIGH SCHOOL, SPRINGFIELD, MASSACHUSETTS

A study of futures through the disciplines of theology, literature, and history formed the basis of the NHF affiliation

with Cathedral High. Using a variety of NHF assistance, teachers at the high school have developed such a course to be piloted during the 1974 school year with seventy-five junior and senior students of average and above average ability levels.

The course will be team-taught by three teachers during a three-hour time block. After completion of revisions necessitated by the first year's work, the program will be opened to a larger segment of the student population and will be used as one model for additional interdisciplinary offerings at the school.

Timothy F. Lull, Grace Lutheran Church, Needham, Massachusetts
William J. Sullivan, S.J., Dean, School of Divinity, St. Louis University
A. D. Van Nostrand, Chairman, Department of English, Brown University

MAINE SCHOOL ADMINISTRATIVE DISTRICT #3, UNITY, MAINE

From the very outset, NHF work with Maine School Administrative District #3 was more than a school project--it was a school and community project aimed at strenghtening humanities instruction throughout the district and increasing cultural activities within the community.

In what one hopes might become a widely followed precedent, objectives for the NHF program in the district were set by a special town meeting held in December 1973: programs in local history, folklore, values education, and drama.

With the assistance of NHF members most of these objectives were met by the close of the 1973-74 fiscal year. Courses in local history and folklore were offered in the last quarter of the 1974 school year; Furrows, a Foxfire-oriented magazine, had begun publication; a teacher resource center was operational; and a community theater program had been formed involving district students and faculty as well as representatives of Unity College and the community at large.

Patrick Rogers, c/o Foxfire, Rabun Gap, Georgia
A. D. Van Nostrand, Chairman, Department of English, Brown University

HOWARD D. WOODSON SENIOR HIGH SCHOOL, WASHINGTON, D.C.

As a result of NHF assistance and the outstanding achievements of teachers at Woodson High, the Washington D.C. Board of

Education both increased the size of the school's humanities team and charged it with the responsibility for development of model programs in humanistic studies to be used throughout the school system.

Decisions such as these are not taken lightly by the school board nor are they made on the basis of surface change. Woodson teachers earned the honor through their use of NHF expertise in the creation of a three-year, fully integrated program entitled "Academic and Cultural Enrichment."

The program includes courses conducted both within and beyond the school environment and embraces the following disciplinary areas: literature, social studies, art, music, science, philosophy, and psychology.

At the tenth grade level students participate in a two-period course in American studies; at the eleventh grade, a one-period course entitled "Our Literary Heritage and Some Selections from the Third World"; and in the twelfth grade, a two-period course in "World Cultures."

The program also involves students in a variety of creative endeavors of their own choosing as well as a student domestic exchange program sponsored by the American Field Service.

Richard L. Francis, Department of English, Western Washington State College
John Anthony Scott, Professor of Law, Rutgers University; Teacher, The Fieldston School, Riverdale, New York
John Wideman, Department of English, University of Wyoming

The following six schools began their NHF affiliation in January 1973. Additional information on their programs may be found in NHF Annual Report, 1972-1973.

WHEELING ELEMENTARY SCHOOL, AURORA, COLORADO

NHF assistance at Wheeling Elementary has resulted not only in curricular change but in a significantly improved educational ambience. At the outset of its affiliation, Wheeling was described as a school suffering all major problems associated with an inner-city school: vandalism, poor attendance, etc. Today teachers and students describe it as a "comfortable and stimulating learning environment where the '3R's' have begun to interact with beauty and sensitivity." What better endorsement of the NHF's position that content is, after all, the heart of humanistic study and that such study promotes personal growth and enrichment far more successfully than the "cure by methodology" espoused by so many?

With NHF help, teachers have shifted to a basic interdisciplinary approach throughout the school curriculum. NHF input provided necessary impetus for change by promoting intra-staff discussion and course development while exposing students to a wide range of intellectual and artistic experience.

Paul Brandwein, Director, School Department, Harcourt, Brace, Jovanovich
Phyllis Ann Brunkau, Aurora (Colorado) Public Schools
David Lowry Burgess, Artist, Massachusetts College of Art
David Hawkins, Mountain View Center for Environmental Education, University of Colorado, Boulder
Peter Phillips, School of the Arts, Theatre Program, New York University
Kelly Wise, Phillips Academy, Andover, Massachusetts

HALLSBORO HIGH SCHOOL, HALLSBORO, NORTH CAROLINA

The NHF affiliation with teachers at Hallsboro High resulted in significant achievements not only in the area of curriculum but in teacher and student attitude as well.

At the curricular level NHF input led to a total reorganization of English, social studies, and science programs and the addition of courses in anthropology, psychology, local history, choral music, Bible as literature, and ethnic literature.

Influenced by NHF members, teachers increased the number of college courses they are taking and worked summers without pay to develop both new programs and more appropriate evaluative instruments and procedures.

Dramatic changes in student behavior were also attributed to NHF presence. The number of students dropping out of school before graduation decreased as did absentee rates, while school pride and student involvement in such activities as a fine arts festival increased markedly.

A visit to the school by NHF member Eliot Wigginton provided not only an interesting sidelight but also a fitting tribute to the fine work of local teachers: the only grant ever to be made by the Foxfire Foundation to another educational institution, $500 to underwrite the cost of establishing an operational program in oral history.

David C. Driskell, Department of Art, Fisk University
George Faison, Middle School, Concord, Massachusetts
Willanelle Greene, Gainesville (Georgia) City Schools
Rosemary Kelley, School of Education, Boston University

James Peacock, Department of Anthropology, University of North Carolina
Ruel W. Tyson, Jr., Department of Religion, University of North Carolina
B. Eliot Wigginton, Teacher of English, The Rabun Gap-Nacoochee School, Georgia

DANIEL WRIGHT JUNIOR HIGH SCHOOL, LAKE FOREST, ILLINOIS

Teachers at Daniel Wright Junior High requested NHF assistance in the exploration of a variety of approaches to interdisciplinary studies. Members of social studies, language arts, and creative arts departments worked with Faculty to develop a number of models for interdisciplinary work, models which will be used in actual course development during the 1974 school year.

Administrative recognition of the school team's accomplishments led to the scheduling of a common planning period for all involved. Thus, adequate follow-up of work initiated by NHF assistance is assured.

John G. Cawelti, Chairman, Committee on General Studies in the Humanities, University of Chicago
Alasdair MacIntyre, Department of Political Science, Boston University
Leon Sinder, Department of Anthropology, Long Island University
A. D. Van Nostrand, Chairman, Department of English, Brown University

WRIGHT JUNIOR HIGH SCHOOL, NASHVILLE, TENNESSEE

"Project Reach Out," a program designed to help students strengthen basic skills as the first pre-requisite to future success, is the major curricular response to NHF presence at Wright Junior High. In addition to work on reading, writing, and reasoning skills, the 180 eighth grade students participating in the first year of the program were exposed to a variety of new discplines and areas of knowledge.

Preliminary evaluation of those participating in the first semester of the program indicates the work has been successful not only in the areas of skills and content but in improving self-image and desire for accomplishment as well.

Alfred L. Bright, Director of Black Studies, Youngstown State University
Albert Cullum, Department of Education, Stonehill College
Wallace W. Douglas, Department of English, Northwestern University

James Moffett, Author, Lecturer, and Free-Lance Consultant in Language Arts, Berkeley, California
Zora Rashkis, Language Arts Teacher, Culbreth School, Chapel Hill, North Carolina
Wendell P. Whalum, Department of Music, Morehouse College

TRITON REGIONAL SCHOOL DISTRICT, ROWLEY, MASSACHUSETTS

The development of a cohesive, intellectually aggressive program for students in grades seven, eight, and nine brought NHF members together with teams of English, science, art, music, and social studies teachers at Triton Junior High. Hard work by teachers and Faculty alike produced a substantial eighth grade unit on the American Indian but full-scale implementation of the proposed curriculum was frustrated by lack of adequate released time for participating teachers, a fact which ultimately forced the NHF to terminate the affiliation.

Loss to teachers and students when administrative decisions at the local school force termination of NHF assistance is incalculable. Nonetheless, some indication of its extent is suggested by the following statement by one Triton teacher: "[work with the NHF] has been the most intellectually stimulating and rewarding task undertaken in our teaching careers--the reward is in exchanging ideas with a stimulating person, growing in ideas, and creating a program of our own making, for our own school needs."

Wayne Altree, Head, Social Studies Department, Newton South High School
Everett Hafner, Department of Physics, Hampshire College
John Ratte, Department of History, Amherst College
Claude Saucy, Chairman, Art Department, Kent School
R. Joseph Schork, Chairman, Department of Classics, Brooklyn College of the City University of New York
A. D. Van Nostrand, Chairman, Department of English Brown University

WINSTON-SALEM/FORSYTH COUNTY SCHOOLS, WINSTON-SALEM, N.C.

As a result of NHF assistance, 1,400 students in grades 11 and 12 last fall began their first experience in inter-disciplinary studies. Working with teachers and administrators from throughout Forsyth County, Faculty both developed new directions for course planning and identified appropriate materials to be included in the initial humanities offering.

Individual disciplines contributing to the thematically oriented program are: English, social studies, science, art, and music.

Gordon Bensley, Phillips Academy, Andover, Massachusetts
Barry K. Beyer, Department of History and Philosophy, Carnegie-Mellon University
Graham Hereford, School of Engineering, University of Virginia, Charlottesville
Kirby Hoke, Humanities Department, Mountain Lakes (New Jersey) High School
R. Joseph Schork, Chairman, Department of Classics, Brooklyn College of the City University of New York

"During the past thirty years I have taught in the U.S. Navy, in schools and universities in two foreign countries, in U.S. secondary schools, in adult education programs, and in U.S. universities; and I am clear about this: The National Humanities Faculty is the most significant and measurable achievement in the institutional development of education that I have ever witnessed."

A. D. Van Nostrand, Chairman
Department of English,
Brown University

"Visits to Sandia High School by NHF members have been invaluable to those of us who are really involved in disciplined learning and are sensitive to the need for understanding and tolerance."

A Teacher

V. "THE QUESTION OF AUTHORITY" PROJECT

During the first three years of work with Individual Projects, NHF personnel came to realize that while a highly individualized program was needed in certain schools, others would benefit from the combined effort of a group of schools, each working on its own program, but all programs focusing on a common theme. NHF support in the first of these efforts, "The Question of Authority" project, covered a three-year span, and each summer brought the participants together in an intensive content-oriented workshop.

In these projects, a basic concept in the humanities, one with far-reaching applicability in our day, is studied intensively by Faculty members and participating teachers. By building into the schools' work in the humanities the knowledge so gained, teachers and administrators permit students to grapple in a serious, intellectual way with one of man's great concerns. This concentrated experience with hard thinking, research, and reading about one theme provides techniques for rigorous examination of other equally crucial concepts.

In summary, the thematic approach as interpreted by the NHF provides:

a) extensive investigation of a great humanistic question;

b) thorough preparation for and follow-up on humanities work in the schools for both teachers and Faculty members by its combination of summer workshops and school year visits;

c) both the context and the setting for an extensive interchange between teachers from across the country on questions, texts, and related materials of consequence to programs under development;

d) a tested basis for ultimate production of instructional concepts and materials which can be eminently useful to that vast number of teachers who, as a practical matter, will never to able to take a direct part in an NHF project.

Perhaps in no other area is the NHF's ability to respond creatively and substantively to its own identified weaknesses better illustrated than in the marked success of the third and final year of "The Question of Authority" project.

Evaluation by teachers, Faculty, and outside agencies revealed that while all participants had gained measurably from the first two years of study, there was an immediate need to demonstrate that their work on authority could appropriately be used in the classroom. This need, combined with a nationally recognized weakness in the teaching of citizenship, led to the fully integrated, three-week graduate-level course, "The Authority of Citizenship," presented at the final workshop.

The three-year experience of the participants in "The Question of Authority" project culminated in last summer's workshop. From July 7 to July 28, one hundred and three teachers from the twenty-eight project schools worked intensively with such classics as Plato's Gorgias, the first and second books of Samuel, and The Federalist Papers. They also heard guest lecturers relate the authority of citizenship to artistic, musical, and international affairs. Not only did they study these basic, assigned texts with their core faculty of nine members from the Naitonal Humanities Faculty and under the careful leadership of Project Chairman William Bennett of Boston University. They also applied this study to the reshaping and refining of the six-week courses on citizenship which they had been required to prepare before the workshop. (The NHF is in the process of preparing for distribution some of the material produced by this summer's study. Persons interested in receiving such material may write to the NHF.) These two activities--the study of three seminal texts and the actual development of model classroom syllabi--made a significant and realistic conclusion to the three-year study. And thus, at the same time, their combination provided a working model for future NHF work.

During the workshop, the teachers were offered expert counsel in two areas of more general concern: first, the value of humanistic studies at the school level; and, second, the uninformed relativism assumed by so many students, the "well, that's just your opinion" syndrome. Speaking to the first concern were Dr. Harry Booth, Professor of Religion at Dickinson College, who also served as a core member of the summer faculty; Professor Germaine Brée, President of the Modern Language Association and Professor of Literature at Wake Forest University; and Dr. John Silber, President of Boston University and a philosopher of international renown. Sessions on relativism were conducted by Dr. Edwin Delattre, Professor of Philosophy at the University of Toledo, another member of the core group of NHF advisors.

The success of the third workshop demonstrated again the vitality of the NHF's general approach to educational reform. First, teachers can be agents of sound educational change by developing truly significant curricula. Second, concern with content, to be wholly valid, must always be extended to actual classroom teaching. And third, collaboration between teacher and humanist is mutually beneficial and can result in materials that can and do make a significant difference in the quality of education offered to American students.

Although complete and thorough evaluation of the project as a whole will take considerable time, evidence of immediate success was abundant. As one teacher put it: "I predict I will never again experience a professional workshop as meaningful as this. The emphasis on content was reforming and substantial--unlike those countless, unmemorable educational conferences where some idiot peddles his private methods."

Faculty Who Served, 1973-74

Richard E. Bennett, Hasty Pudding Institute, Cambridge, Massachusetts
William J. Bennett, Boston University
Frithjof Bergmann, Department of Philosophy, University of Michigan
John T. Biggers, Art Department, Texas Southern University
Harry F. Booth, Department of Religion, Dickinson College
Germaine Brée, Wake Forest University
John H. Burkett, Department of Philosophy-Religion, DePauw University
John G. Cawelti, Committee on General Studies in the Humanities, University of Chicago
William A. Clebsch, Department of Religious Studies, Stanford University
Christopher C. Cook, Phillips Academy, Andover, Massachusetts
Larry Cuban, Stanford, California
Cedric I. Davern, Thimann Laboratory, University of California, Santa Cruz
Edwin J. Delattre, Department of Philosophy, University of Toledo
Sydney Eisen, Faculty of Arts, York University
Frederick Ferré, Department of Philosophy, Dickinson College
Robert W. Fuller, Kensington, California
Floyd Gaffney, Department of Drama, University of California, San Diego
J. Glenn Gray, Department of Philosophy, The Colorado College

Seymour L. Gross, Professor of American Literature, University of Detroit
Everett Hafner, Department of Physics, Hampshire College
Bartlett H. Hayes, Jr., Andover, Massachusetts
Joel F. Henning, American Bar Association, Chicago
Errol Hill, Department of Drama, Dartmouth College
William R. Hochman, Department of History, The Colorado College
Ellen S. Hurwitz, Department of History, Lafayette College
R. Thomas Jaeger, Department of Architecture, University of Illinois at Chicago Circle
Roland B. Kimball, Department of Education, University of New Hampshire
Timothy F. Lull, Grace Lutheran Church, Needham, Massachusetts
Nancy P. McCauley, Columbia, Missouri
Alasdair MacIntyre, Department of Political Science, Boston University
Eric Martin, Carpenter Center for the Visual Arts, Harvard University
J. Daniel O'Flaherty, Department of Political Science, The University of the South
Harlan A. Philippi, Dean, School of Education, University of Maine at Gorham
Peter Phillips, School of the Arts, Theatre Program New York University
Charles N. Quigley, Executive Director, Law in a Free Society
Zora Rashkis, Language Arts Teacher, Culbreth School, Chapel Hill, North Carolina
Arnold W. Ravin, Department of Biology, University of Chicago
John Anthony Scott, Professor of Law, Rutgers University, Teacher, The Fieldston School, Riverdale, New York
Gary Shaw, Dallas, Texas
John R. Silber, President, Boston University
Leon Sinder, Department of Anthropology, Long Island University
Greggory K. Spence, College of Liberal Arts, Boston University
Leo Spitzer, Department of History, Dartmouth College
James F. Taylor, Boston, Massachusetts
J. Barre Toelken, Department of English, University of Oregon
Naomi F. Towvim, Cambridge, Massachusetts
Robert M. Trotter, School of Music, University of Oregon
Ruel W. Tyson, Jr., Department of Religion, University of North Carolina

A. D. Van Nostrand, Department of English, Brown University
Kenneth Watson, Office of the General Counsel, Boston University
Donald L. Weismann, Comparative Studies, University of Texas at Austin
John Wideman, Department of English, University of Wyoming

"If you have any doubts about the efficacy of the NHF approach, hasten to allay them. As consultants, we can and do break through. I think especially of four teachers whose ages ranged from 50 to 60. Not only did they participate with joy and understanding, but they also challenged me from time to time with new thoughts. They took back seats to no one. They leapt into the discussions and generally made perceptive comments. The workshops gave them a chance to sharpen their minds, to acquire support for standards they have been furthering, and to share ideas with their colleagues. Perhaps because some of the teachers I worked with lack the vitality and inner confidence of these women, they drew renewed strength in their disciplines by listening to and interacting with the rest of us. As one said, 'I haven't worked so hard since my school days, I guess. It's been marvelous. I feel better about teaching grammar and syntax now; it's nice to know we're all in this together and that you think it's important to keep them writing too.' Surely for some, perhaps most, of the teachers I worked with there was a quiet cry for guidance. I was struck by the thought that although they were able to teach skills, someone was needed to tell them just which skills should be taught."

Kelly Wise, Phillips Academy
NHF Member

VI. THE NHF BICENTENNIAL PROJECT:

"THE AMERICAN COVENANT: THE MORAL USES OF POWER"

After intensive meetings and discussions, held in Chicago and Boston and involving a number of the nation's leading humanists, the National Humanities Faculty recently completed plans for its Bicentennial Project, "The American Covenant: The Moral Uses of Power." In November 1974, a minimum of twenty school systems will be chosen, and the project will continue until July 1976.

The project provides an opportunity for hundreds of our nation's teachers and thousands of our children to engage in a thorough investigation of a theme appropriate to the Bicentennial period and to the ultimate development of thoughtful school courses potentially useful to all of our country's schools. Teachers in many fields will find themselves more competent and confident of being able to examine with their students crucial questions about America's past and present that are necessary preparation for our third century as a nation.

In both interpretation and design, the project constitutes an invitation to exploration and debate, debate about fundamental Bicentennial and humanities concerns, and exploration of suggestive and alternative interpretations and applications of some essential data in American cultural history. Participating teachers and schools will contribute to this debate as they share in this joint exploration, and they will appropriate for themselves its most persuasive elements.

The three central concerns will be addressed by all participating schools and Faculty:

a) the tensions created by various communities' use of power within an avowedly pluralistic republic, as well as by their contrasting visions and interpretations of America past, present, and future;

b) relationships, both physical and metaphoric, between Americans and their land, a subtheme which might also be interpreted as dealing with questions of personal and environmental ecology; and

c) critical, even resistant, but not repudiative examinations of American political morality as demonstrated in a variety of covenants, all of which

reflect the exercise of power by different groups within a nation, the dynamic of the Republic's founding ideals and its continually emerging dreams, and the moral and physical limitations inherent in and imposed on such covenants.

Approaches to the project may also include specific development of certain themes in their American cultural setting:

a) moral vigilance and political power;

b) cultural diversity and political unity; or communities and the state; or contrasting visions in the nation;

c) wilderness, garden, and city as images of the human environment;

d) mission and destiny as national categories;

e) "limit" as an intrinsic part of the grammar of cultural and political creativity;

f) cultural hopes and historical interpretation in American life.

The NHF intends that such approaches will enable schools and school systems to join together in a significant investigation while retaining autonomy to adapt results to their particular situations and specific needs within the individual disciplines of the humanities.

The two-year project is administered by the director of the NHF and his staff. Administrative responsibilities include the general organization of the project; screening and selection of NHF members for school visits and workshop residencies; preparation of teachers and members for academic year visits to each of the affiliated school projects; development, coordination, and implementation of two national summer workshops; continuous monitoring and evaluation of teacher, school, and member activities; publication of articles and presentation of papers to national and regional educational conferences regarding the Bicentennial Project; and preparation of materials developed over the two-year period for distribution among teachers throughout the nation.

The academic rigor and content of the Bicennntial Project will be the responsibility of the project chairman, an associate chairman, and five project advisors. All will work closely with the NHF staff in Concord. The chairman is specifically entrusted with intellectual direction and development; the associate chairman coordinates the NHF members' visits to affiliated schools and assists the chairman with the use of information and suggestions received from the five advisors and other sources. Each advisor is responsible for the direct supervision of a cluster of affiliated schools. Thus, the Bicentennial Project's structure insures and reinforces the critical intellectual development of teachers and their course work. In addition to the regular school visits by the five project advisors, still other NHF members will visit each of the school projects and will be actively involved in the two summer workshops.

The preparation of the NHF Bicentennial Project benefited from a wealth of evaluative information produced by the NHF's previous thematic project, "The Question of Authority," which also provided both resident assistance and summer workshop study for more than twenty school affiliations. Thus, the Bicentennial Project combines both wisdom revealed by the NHF's past experience and promise of what newly affiliated schools working with NHF members can accomplish together.

VII. NHF WHY SERIES

The NHF Why Series reflects the concern of the NHF for the full range of humanistic questions. Each pamphlet presents a transcribed conversation between two people--one an authority in the study and practice of a particular branch of the humanities, the other a person experienced in the hard realities of today's schools.

Four new titles were added to the series during 1973-74, bringing the total available to nine. Another group, including music, dance, logic, and ethics, is planned for 1974-75. Topics range widely, but whatever the subject, they all ask the larger questions, of concern not only to the student but to the teacher, administrator, parent, and layman: What does it mean to be human?

The Why pamphlets are handled by Chandler and Sharp Publishers, Inc., 5609 Paradise Drive, Corte Madera, California 94925.

Titles Currently Available

Why Belong? A conversation about cultural anthropology with James Peacock conducted by Carol Ball Ryan.

Why Draw? A conversation about art with Donald L. Weismann conducted by Joseph F. Wheeler.

Why Judge? A conversation about jurisprudence with William J. Bennett conducted by William L. Bennett.

Why Pop? A conversation about popular culture with John Cawelti conducted by Don F. Rogerson.

Why Pretend? A conversation about the performing arts with Errol Hill conducted by Peter Greer.

Why Read and Write? A conversation about literacy with Harry Berger, Jr. conducted by Louis E. Haga.

Why Re-Create? A conversation about translations with Burton Raffel conducted by Vincent J. Cleary.

Why Remember? A conversation about history with Erich Gruen conducted by Roger O'Connor.

Why Talk? A conversation about language with Walter J. Ong conducted by Wayne Altree.

VIII. NHF WORKING PAPERS

The NHF Working Papers are informal presentations of NHF situations--Faculty experiences in project schools, lectures delivered at workshops, evaluative tests for teachers working in or considering working in the humanities, curricular and bibliographical suggestions--anything that may be useful to humanities people who could not experience the situation directly. Material for the Working Papers has come from Individual Projects and from "The Question of Authority" project. The usefulness of the material to other schools, whether NHF-involved or not, decides its inclusion in the series. Twenty-two papers are now in print and available from the Concord office of the NHF. Some recent ones are:

How to develop a humanities program for grade nine that will emphasize community studies and so motivate and interest students who tend to reject formal subject matter, traditionally organized? Roland B. Kimball, Professor of Education, University of New Hampshire, proposed an approach for Bristol Eastern High School that could be tried in communities other than Bristol, Connecticut. The coordinator at the high school was Mr. John Whitcomb.

Wright Junior High School, with Vivian Collier as its coordinator, set itself the tasks of giving its students a sense of success rather than apathy, of opening to them new areas of exploration, and of helping them master certain basic skills necessary for achieving that success and enjoying those new interests. Begun with a core group of language arts teachers, the program now includes such other studies as art and music. Wallace W. Douglas, Department of English, Northwestern University, wrote this report to the school in the spring of the year. Therefore, it describes something of what had already been accomplished as it makes suggestions for the future.

Is the humanities course already becoming nothing more than a slightly modified social studies course? Can a different approach direct it toward more basic learning and the acquisition of more fundamental skills than the mere temporary accumulation of quickly forgotten facts? John Cawelti, Professor of English and Humanities at The University of Chicago, after visiting a number of schools as an NHF consultant, offers his thoughts and his reasons for them.

IX. POPULATION AFFECTED

For the second year in a row inquiries about NHF programs more than doubled during 1973-74 (2,193). Formal applications increased one hundred and forty-one percent over 1972-73--a year which, itself, saw a fifty-seven percent increase over the preceding one. (See Appendix B.)

Based on these figures the NHF concludes that news of past successes is now being more widely shared and that the educational public is increasingly aware of both the significance and uniqueness of NHF assistance.

To move from those who inquired about, and later applied for, NHF help to identifying the total population upon whom the impact of NHF work has been directly felt is difficult. One starts with exact numbers of projects, but very quickly confronts variables which necessitate the use of averages and estimates. And yet, even such calculations are important in illustrating the fact that the NHF does, in fact, reach a much wider audience than might appear at first glance. The change desired in the teaching of the humanities in the nation's schools may, therefore, be more readily brought about through such programs as the NHF than through crash programs of prepackaged curriculum materials distributed on a national basis, like those attempted in other subjects during the 1960's.

This projection is based on the following data: 1) the NHF has worked with a total of 116 different projects (at least 525 schools) through both its Individual School Projects and its study of "The Question of Authority"; 2) the average size of a core teacher group in an NHF Individual Project is 8 and in a Thematic Project 15; 3) the average teacher teaches 5 classes of 25 students per class per year; and 4) the impact of NHF work begins with Faculty contact and has, at least, some continuing effect for a period of up to 5 years (though it would be equally true to assume that the experience, in fact, has a rather profound impact on the teacher as a person for the rest of his life). Using these bases, a fairly simple formula may be derived for determining conservatively the minimum number of students and teachers affected directly each year. By adding the figures thus derived for the past 6 years, a very rough approximation of the population affected may be obtained. The formulas to be used are as follows: number of projects/year x 8 teachers/core (15 teachers/core for Thematic Projects) = number of teachers affected/year; and, number of teachers/year x 125 students/year = number of students affected/year. That total x 5 years for the earliest projects and the appropriate figure for successive ones equals a conservative estimate of the total number of students affected directly since the NHF began.

Individual Projects

1969	5x8 = 40 teachers	40x125 =	600	stud./yr.	x 5 yrs.	=	3,000
1970	12x8 = 96 teachers	96x125 =	12,000	stud./yr.	x 5 yrs.	=	60,000
1971	9x8 = 72 teachers	72x125 =	9,000	stud./yr.	x 5 yrs.	=	45,000
1972	16x8 = 128 teachers	128x125 =	16,000	stud./yr.	x 4 yrs.	=	64,000
1973	20x8 = 160 teachers	160x125 =	20,000	stud./yr.	x 3 yrs.	=	60,000
1974	20x8 = 160 teachers	160x125 =	20,000	stud./yr.	x 2 yrs.	=	40,000
1975	20x8 = 160 teachers	160x125 =	20,000	stud./yr.	x 1 yr.	=	20,000
	816 teachers directly affected						292,000 students directly affected

Thematic Projects

1972-74 20x15 teachers = 300 teachers directly affected

300x125 = 37,500 students/year x 4 years = 140,000 students directly affected

Total Teachers Directly Affected = 1,116

Total Students Directly Affected = 432,000

It would seem self-evident that having a program like the NHF's operating in a school system would have an impact on others, teachers and students, not directly involved. There is, in fact, strong evidence that the NHF has affected a much larger group of teachers than those officially designated by the schools in their count of the "full-time core team." A sampling of questionnaires and on-site visits indicates, as might be anticipated, that the ratio of teachers affected indirectly to teachers affected directly runs approximately three to one. A similar proportion might reasonably be expected in the number of students, bringing the total number of students benefiting from the impact of NHF work to better than one and one quarter million.

X. EVALUATION

Evaluation of the work of the NHF takes several forms. First, there is the report required of every Faculty member immediately after a school visit. These are important, not only because they often serve as the basis for Working Papers, but more directly because they contribute to the NHF's larger view of how the program works and help the Director and members of the Board of Trustees determine who makes the best Faculty members. Further, they serve to inform succeeding project visitors of the school's development and suggest matters to which they may wish to return attention.

A second means of evaluation comes through reports from the school participants. At a minimum, these are required at the end of a year when teachers are able to reflect on the meaning of the total NHF experience. In addition, many school coordinators and teachers supply interim reports, both verbal and written.

Staff members, although not able to visit every project in progress, nevertheless do visit many of them and make reports as a result.

Video and audio tapes are made of many Faculty visits. These tapes offer teachers, staff, and Faculty an even more direct and immediate view of NHF work in the schools. Thus, through the use of these media, the NHF is able to monitor its activities with increased effectiveness. School and teacher problems are more quickly diagnosed while at the same time the staff is made more sensitive to strengths and weaknesses of individual Faculty.

Another important evaluation comes each summer at a meeting held to orient school coordinators of new projects. As part of this process, the coordinators of projects just concluded are invited to attend and to help indoctrinate their less experienced colleagues by reporting on their year's experience.

These activities, all important and the basis of past annual evaluations, are carried on apart from the work of an evaluation team this year provided by the National Endowment for the Humanities. The first of many planned by the Endowment for its longer-term grantees, this particular evaluative effort was, by mutual admission, deficient in some areas. The material to be reviewed was massive and the difficulty of visiting schools scattered across the country substantial.

Nonetheless, given the obstacles and the brief time allotted to the project, the lessons learned by both evaluator and the evaluated were significant.

Of greatest importance to the NHF was the confirmation that it must concentrate with even greater intensity on what it does best: develop, implement, monitor, and sustain programs that share the expertise of its Faculty with the widest possible audience of concerned individuals but without loss of person-to-person contact. A variety of new programs directed to this end are now being considered, with substantial impetus added by recommendations both from the NHF Board of Trustees and from Faculty who attended a major planning meeting late in the year.

NHF activities in the general area of publishing, it was recommended, should continue to be considered experimental; no future programs will be undertaken before completion and evaluation of the NHF Why Series. In-house publications (Working Papers, Wavelength, and possible syllabi samples) received support and were recommended for continuation and expansion.

The report also confirmed the NHF's own evaluation of its activities in the area of audio-visual work. Such recordings, while important for both NHF staff and affiliated schools familiar with Faculty work, have yet to reach sufficient quality or sophistication to be used commercially or without considerable support materials.

Thus, the report and the substantial time and energy devoted to it by both NEH and NHF staff further defined the NHF's mandate and challenge. Schools and school systems nationwide will continue to receive the much needed content support, intellectual rejuvenation, and curricular advice offered by NHF members. Relieved of certain felt obligations to mass production, the NHF now eagerly turns its full attention to a future of widening options through which the essential collaboration of scholar, teacher, and student will further strengthen schooling in America.

XI. FUNDING

Spurred on by a $300,000 challenge grant from the National Endowment for the Humanities, the NHF's long standing commitment to a broadened base of financial support resulted in the initiation of a major fund-raising campaign.

Since June some one thousand major corporations and foundations have been approached regarding potential grants to the NHF. The response has been encouragingly high: better than 15% of them have requested formal proposals. To date, members of the staff have met with representatives of some fifty of those requesting additional information, and it is now hoped that the NHF will not only meet but exceed the NEH challenge.

Given the financial climate during the latter part of the summer and early fall of 1974, the response of the business and foundation community to NHF requests is a tribute to their concern for American education and to the vitality and effectiveness of NHF programs in the schools.

Personal gifts, of which there have been many from those who have benefited from NHF programs in the past, have been moving indeed.

Thus, the NEH challenge, the responsiveness of various members of the economic community, and the generosity of those most familiar with the NHF have given solid support to fund-raising efforts. The task, however, remains a momentous one and one to which the NHF must be constantly attentive.

Funds for operations during 1973-74 ($626,967) were provided by the National Endowment for the Humanities and the Anne S. Richardson Trust, to whom the NHF remains deeply grateful.

XII. FUTURE PLANS

Despite the accomplishments of the past year, many hopes for 1973-74 remain unfulfilled.

Lack of sufficient funding prohibited the initiation of a Faculty Advisor Program for Individual School Projects. Through this program it was planned that each affiliated school would have its own advisor to provide both greater continuity to Faculty visits and greater coherence to the project as a whole. In addition, the advisor would work closely with teachers on the development of specific materials and would assist in securing and maintaining administrative support adequate to the dimensions of proposed curricular change.

Lack of funding was also the major stumbling block for two major programs aimed at large-scale dissemination of curricular materials and information.

Plans for a sophisticated computer search system to assist teachers in identifying materials appropriate to their individual schools and students were stalled. Attempts at collation and distribution of curricula developed with NHF assistance were only slightly more successful. Specifically, available funds were directed toward the creation of syllabi samples related to the "Question of Authority" project. As a result of these efforts, the NHF will soon have available a collection of some one hundred curricular approaches to "The Authority of Citizenship." Adequate dissemination of the prepared materials, however, is still dependent on additional financial support--one of many priorities for monies secured through the NHF's first major fund-raising campaign.

Hopes for an acceptable program of audio-visual support materials were also frustrated, a result of inadequate financial support and severe constraints on staff time. It is now clear that substantive efforts in this area must await additions to the staff and a significant increase in funds available for such work.

The NHF continues to find considerable merit in all the above programs and will again seek their implementation during the coming year. In addition, however, the NHF now sees the need for efforts directed toward a wide spectrum of new program offerings.

After its success in collaborating with the New York City Board of Education, the NHF recognizes, and will respond to, its obligation to work with educational agencies whose constituency is considerably broader than a school or consortium of schools. Already affiliations have been granted to the

archdiocesan school district of Chicago (11,000 classroom teachers) and the Indiana State Department of Education. Plans to extend such efforts into a full-scale program directed toward other regional, state, national, and federal agencies are now underway. It is hoped that such a program will be operational by the end of the current fiscal year.

Furthermore, inquiries from a variety of post-secondary institutions indicate the need for NHF programs at both the junior- and community-college level. To this end, the NHF has already begun pilot work with Walters State Community College (Morristown, Tennessee), and initial reports indicate not only that such work is appropriate but also that the NHF can and should play a major role in upgrading instruction in similar institutions nationwide.

Beyond expanding the size and range of NHF programs, there is an equally strong desire and need to expand the scope of program offerings. National programs focused on specific, often neglected disciplines (languages, art, music, etc.), as well as on new curricular areas (career education, values education, bicultural/bilingual education, etc.) figure prominently in the future of NHF. Current plans call for national conferences in each discipline or area, supplemented by regional and local seminars. Demonstrated strengths of past NHF programs would, of course, be maintained: the centrality of Faculty-teacher collaboration as well as insistence that challenging content is the key to sound educational change.

Development of new programs such as those just mentioned will benefit greatly not only from experience gathered in past NHF projects but also from a series of concentrated seminars on university-school collaboration sponsored during the fall of 1974.

During the past six years, the NHF has demonstrated that the ills of American schooling can be remedied. With the initiation of the above programs, with the extension of NHF services to other levels of education and ever wider audiences, the NHF can and will be central to renewing public faith in American education. The challenge is immense, to be sure. It will require all the talent the NHF's 1,500 members can muster. It will demand the full support of all segments of the American economy. But to refuse the challenge--to retreat or to cut back--is unthinkable.

APPENDIX A

NHF BOARD OF TRUSTEES

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Joshua Smith, Professor of Education, The City College of City University of New York

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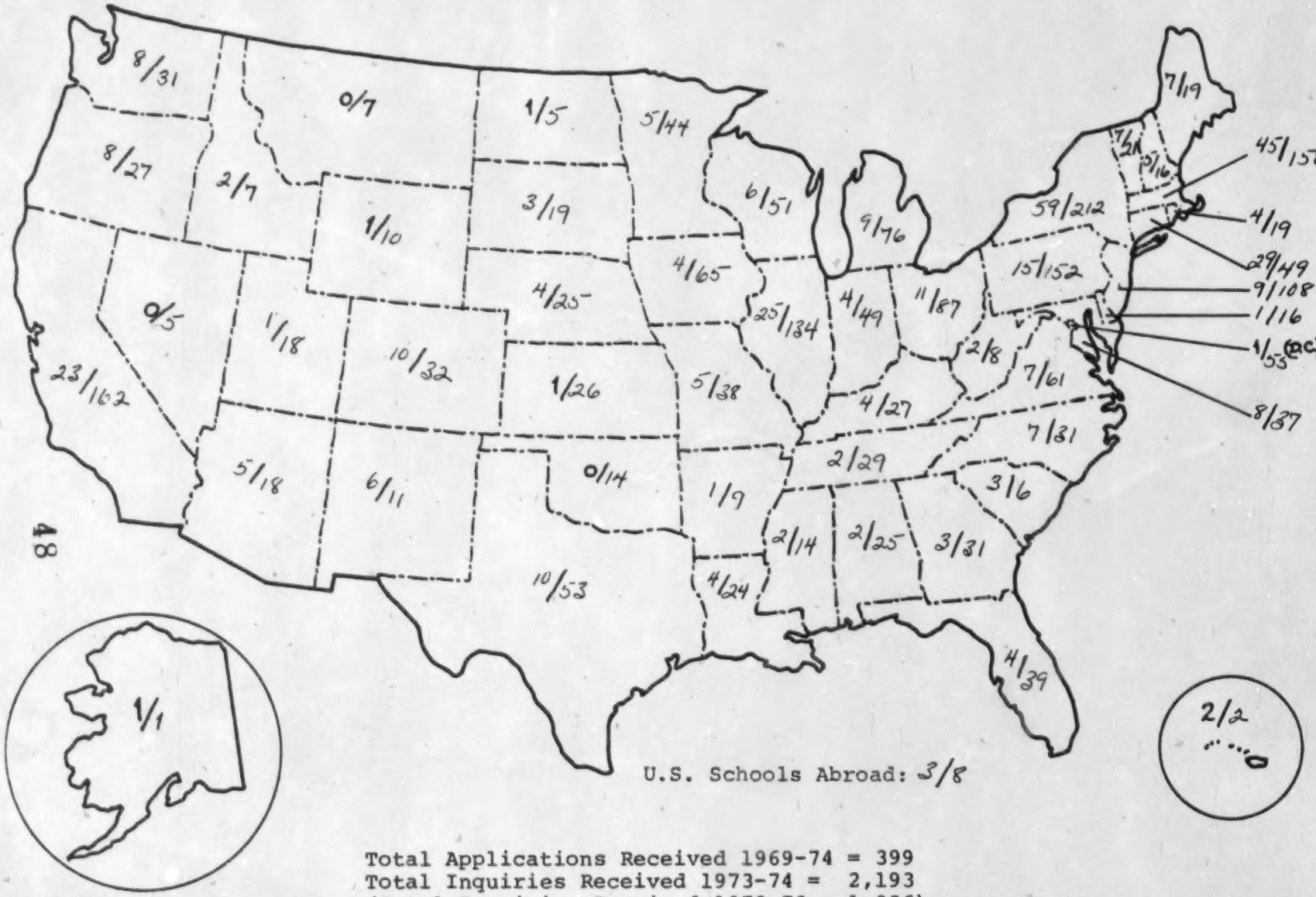
Applications and Distribution of Inquiries by Fiscal Year, Sept. 1-Aug. 31



Total Applications Received 1969-74 = 399
Total Inquiries Received 1973-74 = 2,193
(Total Inquiries Received 1972-73 = 1,036)

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